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NSF Political Blunder Forces Agency to Curb Superconductor Plans

By KIM McDONALD

WASHINGTON

A political miscalculation by the National Science Foundation has forced the agency to reduce this year's support for many research groups in superconductivity, a field in which President Reagan and Congress had planned to infuse substantial amounts of money.

Word of the fiscal 1988 cuts, which reached scientists in late January and February, shocked and infuriated many of those who had been told by the foundation last year to plan for major increases, but who now must find ways to distribute reductions ranging from 6 per cent to 20 per cent.

'Superscam,' Nobel Laureate Says

Foundation officials said the cuts were the result of a miscalculation in estimating how much money Congress would provide for the agency this year. When appropriations committees last fall approved measures signaling a big increase for the foundation's research programs, agency officials began awarding new grants for superconductivity. But when Congress decided on significantly less in December, cuts had to be made in many of the continuing grants.

One of the worst hit, Philip W. Anderson, a Nobel Prize–winning theoretical physicist at Princeton University who received a double-digit cut, was so incensed by the reduction he termed it a "superscam."

Last month, Mr. Anderson and 55 other prominent physicists complained in a letter to Erich Bloch, director of the science foundation, and key members of Congress that, despite the Reagan Administration's pronouncements about giving strong support to superconductivity research, "exactly the opposite has occurred."

"Leading university researchers in this field and indeed in solid-state physics as a whole have had their budgets severely cut for 1988," they wrote. "This will not only inhibit U.S. leadership in this field, but, equally importantly, it will seriously limit

Continued on Page A24

House Votes 315-98 to Widen Scope of Anti-Bias Laws at Institutions that Receive Federal Funds

By COURTNEY LEATHERMAN

WASHINGTON

By a vote of 315 to 98, the House of Representatives last week approved a bill that would expand the scope of anti-bias rules that apply to colleges and other institutions that receive federal aid. The bill was designed to counteract the effects of a 1984 Supreme Court decision involving Grove City College.

In that decision, the Court said that a federal law barring sex discrimination in education applied only to programs receiving direct federal support, not to the entire college.

Since an identical bill had been approved by the Senate by a vote of 75 to 14 in January, the legislation was sent immediately to President Reagan. The President had promised to veto the measure, but it passed both the House and the Senate by such sweeping margins that a veto could probably not be sustained.

The bill would apply to four federal civil-rights statutes: Title IX of the Education Amendments of 1972, which bars sex bias in education; the Age Discrimination Act of 1975; Section 504 of the Rehabilitation Act of 1973, which bars discrimination against handicapped people; and Title VI of the 1964 Civil Rights Act, which bars race discrimination.

Considered a Victory for Rights Leaders

The new measure explicitly states that an entire institution will be covered by the laws if it receives any federal support.

"Those who dip their hands in the public till should not object if a little democracy sticks to their fingers," said Rep. Augustus F. Hawkins, the California Democrat who is chairman of the Education and Labor Committee.

Passage of the bill was considered a major victory for civil-rights leaders, who had spent four years lobbying Congress to enact such legislation.

Civil-rights groups had complained that the *Grove City* decision made it far too easy for recipients of federal aid to discriminate. One example often cited by civ-

Continued on Page A26

1-Year Increases In Average Salaries of Administrators

	1986-87	1987-88
Public	+4.5%	+4.2%
Private	+6.8%	+2.5%
All	+5.3%	+3.3%
C.P.I.	+1.7%	+3.7%

SOURCE: COLLEGE AND UNIVERSITY PERSONNEL ASSOCIATION

Inflation Rate Surpasses Administrators' Raises for First Time in 5 Years

By CAROLYN J. MOONEY

Salaries for higher-education administrators rose an average of 3.3 per cent in academic 1987-88, falling below the national inflation rate for the first time in five years, a new survey of 1,564 public and private institutions has found.

While salary increases at public institutions exceeded the inflation rate, those at private institutions lagged behind, according to the College and University Personnel Association's annual "Administrative Compensation Survey." Over all, the survey found, salary increases fell to 3.3 per cent for the current academic year from 5.3 per cent in academic 1986-87. The Consumer Price Index—frequently used to measure inflation—rose 3.7 per cent in the same period.

Salary increases at public institutions fell slightly, to 4.2 per cent from 4.5 per

Continued on Page A14

Nutrition Professor, University Officials Find Out How Sacred the Cow Is in Iowa

AMES, IOWA

If there is a sacred cow in Iowa, it probably is the cow itself.

In a battle involving academic freedom, the consumption of red meat, and legislative politics, Iowa State University officials recently found out just how sacred the cow continues to be.

It began innocently enough with a public-service announcement produced by the university for local radio stations. Like most land-grant universities, Iowa State regularly interviews researchers for ideas that state residents might find useful and distributes the radio spots.

One researcher interviewed recently was Suzanne Hendrich, assistant professor of food and nutrition, who is an expert on the relationship between various diets and the development of cancer. In the interview, she suggested that people could reduce their chances of contracting cancer by eating more vegetables and less red meat.

Although her recommendations were not new and had long been widely accepted by scientists, they outraged farmers here, who immediately flooded the university and the State Capitol with phone calls. The university promptly withdrew the public-service announcement, saying that Ms. Hendrich's quotes had been taken out of context. (She agreed.)

Then the politicians got involved. The Senate Agriculture Committee held a hear-

Continued on Page A22

Asian, Hispanic Students Push Minorities' Enrollment Share Up

Big increases among Asian and Hispanic students pushed minority groups' share of college enrollment up over the last decade: Page A33.

MARGINALIA

From a newsletter of the department of speech communication at Oregon State University:

"SEMESTER CONVERSION DOCUMENTS need to be completed by March 11, 1988. . . . Words from Dean Wilkins, 'Please bare with us as we do our utmost to convert the College of Liberal Arts to a semester system in an efficient and timely manner.' "

The semester system's fine, but we don't like the terms.

■

From the Richmond (Va.) *Times Dispatch*:

"The following services are accessible from the [John Tyler Community College] Electronic Bulletin Board: grammer hotline for people needing help with grammer in writing or speaking . . ."

We'll stick with Strunk and White.

■

Headline from an announcement of the 1988 annual meeting of the North Central Association:

HARRIS TO ADDRESS
INSTITUTIONAL COMMITMENT TO
CULTURAL ADVERSITY

Man the ramparts, everybody!

■

From the Ann Arbor (Mich.) *News*:

"Before this season is over, Bill Frieder will have used the adjectives 'phenomenal' and 'sensational' an estimated 104.7 times each to describe the play of senior guard Gary Grant. . . .

" 'I just can't phantom what might happen if he fouls out or gets hurt,' the coach said."

Turning white as a ghost at the prospect.

■

From the Milwaukee *Sentinel*:

"The University of Illinois owns three Cray supercomputers which cost $10 to buy and $3 million a year to maintain."

Like our 1952 Chevy.

■

From *The Sidelines*, the student paper at Middle Tennessee State University:

"Gamma Omicron Delta, a Christian fraternity, has been officially recognized by the university and is holding an organizational meeting tomorrow, said Mark Bell, GOD president.

"GOD was officially recognized this semester by the university, Bell said."

So much for church and state.

■

Physician, heal thyself: An ad that our "Bulletin Board" people typeset for a college that was seeking an editor said a primary responsibility would be "proofreading of alleys."

—C.G.

In Brief

Building Takeover Ends at Hampshire College

About 50 Hampshire College students last week left the building they had occupied for eight days and signed an agreement with college officials guaranteeing more support for minority students.

The agreement, signed by the college's president, Adele S. Simmons, included a pledge of $4,500 in annual support for the minority-student organization on the campus, the appointment of a dean of multicultural affairs and a coordinator for minority students, and the permanent designation of a room in Dakin House as a "cultural space" for minority students. Dakin House, which has served as a minority-student center, was taken over by the students after reports that the college was planning to use it for other purposes. College officials denied the reports.

"Everybody here feels real positive about the agreement," said Lee Wicks, a spokeswoman for the college. "This was not a win-lose situation. We all feel we've won."

UCLA Gives Recognition to First Lesbian Sorority

The University of California at Los Angeles has given official recognition to a sorority formed by lesbian students.

Nine women applied for university sanction of their organization, Lambda Delta Lambda, saying they felt excluded from other sororities on the campus. Under university rules, however, they may not bar heterosexual women from joining.

University officials and gay activists said they believed Lambda Delta Lambda was the first gay-oriented sorority or fraternity recognized for participation in a regulated Greek-letter system at an American college or university. The new U.C.L.A. sorority is not affiliated with any national Greek organization.

Volcker Will Teach Part-Time at Princeton

Paul A. Volcker, former chairman of the Federal Reserve Board, has become a part-time faculty member at Princeton University's Woodrow Wilson School of Public and International Affairs, the university announced last week.

As the first Frederick H. Schultz Professor of International Economic Policy, Mr. Volcker will participate in faculty seminars and teach undergraduate and graduate students, a university spokeswoman said.

Mr. Volcker said last week that he also had agreed to become a partner and chairman of James D. Wolfensohn, Inc., a Wall Street investment-banking firm.

Mr. Volcker is a Princeton alumnus, and was a senior fellow in the Woodrow Wilson School during the 1974-75 academic year.

Gallaudet Demonstrators Seek a Deaf President

More than 1,500 students, faculty members, and alumni of Gallaudet University last week demonstrated (*above*) in favor of the appointment of a deaf person as the next president of the world's only university for the hearing-impaired.

Speakers at the rally said the selection of the first deaf president in Gallaudet's 127-year history would be in harmony with

GALLAUDET UNIVERSITY

the university's goal of promoting equality and opportunity for the deaf.

The trustees were expected to choose a new president this week from a field of three finalists, two of whom are deaf. Gallaudet's most recent president, Jerry C. Lee, resigned last August to accept a position in business.

Newspaper at Dartmouth Sparks Racial Protest

A clash between a black Dartmouth College professor and an independent conservative student newspaper set off a series of protests against racism at the college last week.

The controversy began with an article in the Dartmouth *Review*—a newspaper with a long history of disputes with blacks, homosexuals, and other minorities—criticizing a music professor, William S. Cole, for what it called "racist ranting" in his course, "American Music and Oral Tradition."

When four members of the *Review*'s staff went to Mr. Cole's class after the article appeared to ask for a response to the charges, a shouting and—by some accounts—shoving match ensued.

The four students, including the *Review*'s editor, Christopher Baldwin, face disciplinary hearings on charges of harassment and disorderly conduct. The students have filed charges of assault and destruction of property against Mr. Cole.

Marches and rallies supporting Mr. Cole and protesting racism on the campus were held at Dartmouth last week, and President James O. Freedman encouraged all students to hold discussions about racism.

Law School's Final Exams Shredded Before Grading

A student worker at the Washington University (Mo.) law school accidentally shredded the final examinations of the 113 students in last fall's "Evidence" class before they had been graded.

The students will receive credit for the class, but no grades, said Dorsey D. Ellis, Jr., dean of the school. The university will include an explanation of the missing grade on the students' transcripts, he said.

The examinations, which were kept in the registrar's office until they could be graded, were shredded by a student employee who believed they were old tests. Old examinations are shredded for security purposes, Mr. Ellis said.

"There was no suggestion that there was any skullduggery," the dean said. "It was an accident."

Mr. Ellis acknowledged that

NOTES ON THE ARTS

Play About AIDS; U.S.-Soviet Orchestra; Southern Writers' Group

Until opening night, drama students at Dartmouth College were apprehensive about presenting *The Normal Heart*, Larry Kramer's angry and emotional play about the gay community's reaction to AIDS. But the production sold out nine performances—one of them added at the last minute to accommodate the demand for tickets—and repeatedly earned standing ovations. And even though the script requires two of the male characters to kiss and caress each other, none of the cast members reported getting harassed.

The play also served as a catalyst for formal and informal discussions on the campus about the disease and about how to practice safer sex, says Mara Sabinson, an assistant professor of drama who directed the play.

"We wanted it to be a community event, not just a piece of theater," says Ms. Sabinson, who hung information about AIDS on the walls of the theater and posted state-by-state counts of the number of AIDS cases on the facings of stairs by which the audience left. A film about people with AIDS was also shown in the lobby.

"When I had to decide what I would direct this year, I thought it was time to do something about AIDS," Ms. Sabinson says. "At that point there was starting to be some consciousness about AIDS on campus, but there was also a lot of homophobia. And I had heard there were starting to be students whose lives were directly affected."

■

An American-Soviet Youth Orchestra will convene at Oberlin College's Conservatory of Music in July and begin rehearsing for a concert tour of both countries.

Auditions are being held this month in nine cities to select the American members of the 100-person orchestra, whose players will all be between the ages of 17 and 23. The orchestra is being sponsored in the United States by Oberlin and by AFS Intercultural Programs. In the Soviet Union, it is being sponsored by the Ministry of Culture, with the Moscow Conservatory of Music providing artistic direction.

The orchestra's tour will open on August 5 at the John F. Kennedy Center for the Performing Arts in Washington, with subsequent concerts scheduled for New York City, Chautauqua, N. Y., and San Francisco. Beginning August 17, it will tour the Soviet Union for 10 days.

For information about auditioning, call the conservatory at (216) 775-8044.

■

New Southern writing will be the focus of the Fellowship of Southern Writers, a 36-member organization founded "to nurture literature in the American South through recognizing distinguished achievement."

George Garrett, director of the creative-writing program at the University of Virginia and vice-chancellor of the fellowship, said it intends to create awards and prizes to honor young Southern writers. The organization also hopes to offer grants, he said.

Cleanth Brooks, emeritus professor of rhetoric at Yale University, is the fellowship's chancellor. Its secretary is George Core, editor of the *Sewanee Review* at the University of the South. Other members include James Dickey, Walker Percy, William Styron, Robert Penn Warren, and Eudora Welty.

The organization's archives will be kept at the University of Tennessee at Chattanooga. Its members will meet during biennial literary conferences sponsored by Chattanooga's Arts and Education Council.

For information, write to Mr. Core at the *Sewanee Review*, University of the South, Sewanee, Tenn. 37375.

—LAWRENCE BIEMILLER

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FACT FILE: Median Salaries of Administrators, 1987-88

	All institutions	1-year change	All universities	4-year colleges	2-year colleges
Executive					
Chief executive of a system	$85,000	0.0%	$104,728	$67,600	$77,340
Chief executive of a single institution	74,483	+6.4%	90,000	73,226	65,600
Executive vice-president	62,000	+5.2%	74,405	56,000	55,896
Academic					
Chief academic officer	56,816	+3.7%	75,000	52,513	51,228
Chief health-professions officer	67,500	+0.2%	98,000	31,250	32,526
Director, library services	38,175	+1.8%	52,044	32,370	35,000
Director, institutional research	40,900	+4.5%	45,000	33,044	38,000
Director, educational-media services	30,300	+2.8%	36,500	24,223	31,989
Director, learning-resources center	34,496	+1.1%	39,168	26,982	38,738
Director, international studies	40,500	—	45,263	33,000	—
Director, computer center, academic operations	39,514	+4.9%	48,688	35,000	37,400
Administrator, grants and contracts	41,230	+6.0%	47,100	31,000	36,227
Dean, architecture	70,000	+8.5%	72,000	—	—
Dean, agriculture	71,016	+1.8%	74,530	—	43,560
Dean, arts and letters	51,474	+5.2%	64,620	41,712	42,972
Dean, arts and sciences	58,863	+2.0%	66,000	52,500	45,150
Dean, business	57,081	+2.3%	68,400	49,000	43,100
Dean, communications	50,560	—	65,975	33,800	44,671
Dean, continuing education	45,157	+1.2%	56,550	38,200	41,990
Dean, dentistry	96,900	+2.7%	99,000	—	—
Dean, education	57,486	+4.0%	61,600	42,767	40,749
Dean, engineering	74,076	+8.1%	80,300	50,604	48,003
Dean, extension	47,710	-12.3%	64,923	—	40,263
Dean, fine arts	52,289	+2.2%	62,500	41,076	40,824
Dean, graduate programs	59,560	+3.3%	63,696	43,600	—
Dean, health-related professions	52,000	+4.0%	63,540	40,000	44,680
Dean, home economics	60,000	—	66,800	—	—
Dean, humanities	44,766	+2.9%	61,000	34,355	43,342
Dean, instruction	48,302	—	—	—	48,836
Dean, law	95,000	+6.7%	97,000	—	—
Dean, library and information sciences	55,500	—	58,452	—	49,338
Dean, mathematics	42,899	+5.3%	53,354	30,600	43,084
Dean, medicine	120,000	0.0%	130,000	—	—
Dean, music	54,090	-2.8%	63,000	36,050	—
Dean, nursing	52,558	+5.1%	63,000	39,900	39,622
Dean, pharmacy	77,500	+9.4%	77,500	—	—
Dean, public health	94,200	—	94,395	—	—
Dean, sciences	47,702	-1.0%	69,169	38,189	43,441
Dean, social sciences	44,612	+5.2%	63,150	34,283	44,612
Dean, social work	66,150	+4.5%	72,500	43,177	—
Dean, special programs	40,136	—	45,000	31,849	42,574
Dean, undergraduate programs	52,000	—	60,500	42,589	—
Dean, veterinary medicine	86,000	—	86,000	—	—
Dean, vocational education	47,258	+5.0%	58,986	47,601	44,261
Administrative					
Chief business officer	53,500	+2.9%	70,000	50,000	48,956
Chief planning officer	52,330	+6.8%	57,000	45,150	47,870
Chief budget officer	46,559	+4.6%	48,600	43,015	40,656
Chief planning and budget officer	55,500	+4.7%	60,629	43,000	—
General counsel	58,422	+3.5%	59,804	53,655	51,720
Chief personnel and human-resources officer	41,564	+3.9%	46,350	33,622	40,280
Director, affirmative action and equal employment	41,167	+3.4%	42,400	34,703	39,405
Director, personnel and affirmative action	35,235	+4.9%	37,000	29,460	36,136
Director, computer center	42,183	+3.6%	53,517	35,000	38,820
Director, computer center, administrative operations	39,945	+3.8%	50,000	33,000	35,521
Director, information systems	47,300	+5.7%	52,000	39,000	44,000
Chief physical-plant officer	—	+4.5%	48,991	34,795	37,000
Comptroller	41,000	+2.5%	50,004	35,200	37,665
Director, accounting	33,800	+4.5%	39,890	27,638	32,652
Bursar	31,023	+3.6%	35,004	25,700	30,264
Director, purchasing	32,466	+3.1%	37,440	27,086	30,864
Director, bookstore	23,990	+3.2%	32,880	20,000	22,509
Director, internal audit	39,595	+3.0%	41,800	32,689	33,003
Director, auxiliary services	40,900	+2.1%	46,716	33,431	34,603
Director, campus security	30,000	+3.7%	36,617	24,500	27,656
Director, risk management and insurance	42,575	+2.6%	42,905	—	—
Administrator, hospital medical center	96,200	+1.6%	108,156	—	—
External affairs					
Chief development officer	49,500	+5.1%	61,800	46,000	40,705
Chief public-relations officer	35,000	-1.2%	45,423	29,500	33,064
Chief development and public-relations officer	55,020	+1.9%	68,799	46,166	40,000
Director, alumni affairs	29,500	+2.9%	35,659	25,357	23,320
Director, development and alumni affairs	38,567	+0.4%	47,475	37,200	32,968
Director, special and deferred gifts	36,400	+1.1%	43,699	30,750	—
Director, church relations	26,880	+2.9%	37,000	26,125	—
Director, community services	36,552	+4.4%	38,000	25,750	37,250
Director, publications	30,275	+2.6%	34,529	26,300	27,236
Director, information office	31,261	+4.2%	40,000	25,900	28,699
Director, news bureau	28,000	+1.1%	31,305	23,100	26,709
Student services					
Chief student-affairs officer	47,158	+3.0%	60,480	40,450	46,149
Director, admissions	36,813	+5.1%	43,666	34,800	34,593
Director, admissions and registrar	41,789	+4.9%	48,504	36,000	40,210
Registrar	33,325	+1.1%	41,300	29,525	32,705
Director, admissions and financial aid	42,901	+7.3%	46,800	42,244	32,945
Director, student financial aid	32,232	+4.3%	39,453	28,140	32,000
Director, food services	32,500	+4.7%	40,426	28,000	26,000
Director, student housing	28,663	+2.7%	35,750	23,580	24,380
Director, housing and food services	48,360	—	50,500	—	—
Director, foreign students	29,917	+5.2%	31,453	24,693	23,920
Director, student union	34,125	+4.6%	37,877	27,200	22,889
Director, student activities	27,316	+0.4%	32,794	22,488	30,500
Director, student placement	30,000	+2.5%	36,756	26,000	29,572
Director, student counseling	34,800	+2.1%	40,791	28,000	37,800
Director, student health services, physician	63,326	+3.0%	68,010	35,250	—
Director, student health services, nurse	23,666	+6.1%	27,222	20,810	23,879
Chaplain	26,600	+1.5%	32,340	25,258	24,000
Director, athletics	41,234	+3.1%	52,500	34,500	37,520
Men's	41,900	—	44,400	32,400	—
Women's	32,860	—	37,884	24,777	—
Director, sports information	—	—	25,900	19,500	—
Director, campus recreation and intramurals	27,857	+4.2%	31,329	23,315	22,108

SOURCE: COLLEGE AND UNIVERSITY PERSONNEL ASSOCIATION

Inflation Rate Outpaces Raises for College Administrators

Continued from Page A1

cent, while salary increases for private institutions dropped more dramatically—to 2.5 per cent from 6.8 per cent. That trend represented a reversal from the previous year, when private institutions reported higher salary increases than their public counterparts.

John M. Toller, personnel director at the University of Connecticut and co-author of the study, said private institutions had probably given lower salary increases because they had been more vulnerable to recent economic swings than public institutions, which have relatively stable sources of money.

"When private institutions have money, they can spend it," Mr. Toller said. "But when they don't, they can't. Private institutions are on that entrepreneurial front line."

Eventually, however, a sector in which salaries have fallen behind will make up the lost ground, he said. That, he added, helps explain salary shifts over the years between public and private higher education.

CUPA's salary survey included data on 165 job categories at 1,564 public and private institutions. In addition to collecting information for its own data base, CUPA does custom-tailored studies for institutions that want to know what salaries their peer institutions are offering for a particular job.

This year's survey provided more detailed data than previous ones in order to allow member institutions to make more accurate comparisons. Unlike those done in past years, this year's study did not provide tables contrasting the average salaries at public and private institutions because such data are frequently abused, Mr. Toller said. He noted that such a broad format made it impossible to compare salaries paid by a small, private liberal-arts college with those paid by a large public research university.

Instead, the survey included separate data for public and private institutions, broken down by four different enrollment categories and four different budget categories. Those divisions, which in the past tended to be set arbitrarily, were determined by quartile—that is, one-quarter of the institutions fell into each of the four groups.

> "When private institutions have money, they can spend it. But when they don't, they can't."

Median salaries varied greatly for different administrative jobs, according to the survey, ranging from $23,666 for nurses who head student health services to $120,000 for medical-school deans.

The survey reported the following average salary increases for administrators in five different areas of higher-education administration:

- A 5-per-cent increase for chief executives, down from 5.6 per cent in academic 1986-87. Chief executives of systems earned a median salary of $85,000, while chief executives of single institutions earned $74,483.
- A 7.2-per-cent increase for aca-

Median Salaries of Chief Academic and Executive Officers by Type of Institution

	Chief executive officer	Chief academic officer
All universities	$90,000	$75,000
Public universities, by enrollment		
Up to 5,000	75,100	62,004
5,001 to 10,000	82,100	72,019
10,001 to 18,000	92,100	81,648
More than 18,000	107,980	91,350
Private universities, by enrollment		
Up to 2,000	80,000	50,000
2,001 to 4,000	96,000	68,000
4,001 to 7,000	110,000	77,000
More than 7,000	162,000	106,000
All 4-year colleges	73,226	52,513
Public, 4-year, by enrollment		
Up to 2,000	71,715	55,300
2,001 to 3,000	72,400	62,000
3,001 to 4,000	75,000	63,750
More than 4,000	83,004	70,391
Private, 4-year, by enrollment		
Up to 600	54,092	38,115
601 to 1,000	65,000	46,130
1,001 to 1,600	77,000	53,500
More than 1,600	92,000	65,000
All 2-year colleges	65,600	51,228
Public, 2-year, by enrollment		
Up to 1,300	58,582	46,544
1,301 to 2,400	65,400	48,996
2,401 to 4,700	69,651	53,630
More than 4,700	75,700	60,827
Private, 2-year, by enrollment		
Up to 300	44,450	28,829
301 to 450	47,108	34,200
451 to 800	60,000	43,750
More than 800	80,000	46,750
Medical schools	112,350	109,200
2-year technical institutions	61,662	46,146
Theological seminaries	55,214	40,118
Private, independent institutions	85,000	59,000
Private, religious institutions	65,000	46,000
All institutions	74,483	56,816

SOURCE: COLLEGE AND UNIVERSITY PERSONNEL ASSOCIATION

demic officers, up from 3.7 per cent. Salaries ranged from $42,899 for deans of mathematics to the $120,000 earned by medical-school deans.

- A 5-per-cent increase for administrative officers, down from 5.7 per cent. Salaries ranged from $23,990 for bookstore directors to $96,200 for directors of medical centers.
- A 2.5-per-cent increase for external-affairs officers, down from 6.6 per cent. Salaries ranged from $28,000 for directors of university news bureaus to $55,020 for chief development-and-public-relations officers.
- A 2.2-per-cent increase for student-affairs officers, down from 3.8 per cent.

Salaries for heads of student health services ranged from the $23,666 for nurses to $63,326 for physicians.

A breakdown of data by administrative grouping showed that many institutions targeted particular groups of employees rather than giving across-the-board increases, Mr. Toller said.

As a group, for example, academic officers received higher increases this year than last year, while external-affairs officers fared better last year.

"I think institutions are making salary decisions within job families, and prioritizing salary groups from one year to the next," Mr. Toller said. "They can't do everything for everybody simultaneously."

Their decisions, he said, often reflect market trends and areas of current importance to higher education, such as admissions, fund raising, grants, and strategic planning.

Some Salaries Up 8 Pct.

Among the biggest gainers were administrators of grants and contracts, whose salaries rose an average of 6 per cent over last year's, and deans of architecture, engineering, and pharmacy, whose salaries all rose by more than 8 per cent.

Among other administrators, top gainers included chief planning officers, whose salaries rose 6.8 per cent; directors of admissions and financial aid, 7.3 per cent; and chief development officers, 5.1 per cent.

Losers in the survey included science deans, whose salaries fell 1 per cent, and deans of extension services, whose salaries fell 12.3 per cent.

As they have in the past, women and members of minority groups continued to earn lower salaries than their white male counterparts. At institutions with annual budgets above the median of $12.9-million, for example, minority-group members earned an average of 12 per cent less than their non-minority peers. They had, however, been in their current positions for 8.6 per cent less time.

Woman administrators earned an average of 37 per cent less than men, but had been in their present jobs for 24 per cent less time.

"In the future, we should see the discrepancy reducing because the experience factor is increasing for females and minorities," Mr. Toller said. "But it could take awhile. It's still cause for concern."

Copies of the report, "1987-88 Administrative Compensation Survey," are available from the College and University Personnel Association, 1233 20th Street N.W., Suite 503, Washington 20036; (202) 429-0311. The price is $55 for members, $140 for non-members who participated in the survey, and $250 for all other non-members.

Results of the association's survey of second-level administrators will appear in a future issue of *The Chronicle*.

Negotiating a Salary: Advice for a Potential College President

Negotiating a college president's contract is a tricky art, but potential chief executives can master it with a little planning, says one president who has become an authority on the subject.

James B. Appleberry, president of Northern Michigan University, has spoken and written extensively on the often-thorny issue of executive contracts, which are used by a number of institutions to outline a president's job conditions and expectations. He recently prepared a set of guidelines for the appointment of college presidents, which has since been published by the American Association of State Colleges and Universities.

The problem, say Mr. Appleberry and others familiar with presidential-compensation issues, is that many candidates simply don't put much thought into what they want. Administrators who may be pros when it comes to negotiating faculty contracts may know little about negotiating their own.

NORTHERN MICHIGAN U

James B. Appleberry: "I've been dumbfounded by the lack of personal evaluation."

Few Personal Evaluations

At a seminar in Washington, Mr. Appleberry shared some strategies with a group of administrators taking part in a special fellowship program run by the American Council on Education. A number of former A.C.E. fellows, including Mr. Appleberry, have gone on to head colleges and universities.

"I've been absolutely dumbfounded by the lack of personal evaluation," Mr. Appleberry told the group. "Have *you* decided what *you* want? That can be very specific in terms of the job and the benefits."

The time to decide, Mr. Appleberry emphasized, is before taking the president's job—not after.

Among the tips he offered for potential chief executives who will need to negotiate job benefits in the future:

- Do your homework. Research the benefits offered by the institution and by ones similar to it. If considering a job at a public institution, study the state's economy to decide what is appropriate and feasible, as well as any state laws that may influence benefits.
- Outline the conditions of your appointment from start to finish. The contract should spell out job responsibilities, the length of appointment, the renewal process, and any special arrangements, such as allowing the president to hold academic rank.
- Don't be afraid to raise issues connected with your departure. Some institutions offer separation pay if a president leaves the job sooner than expected, retraining opportunities, or a faculty teaching position.
- Know what the expectations will be for your spouse. Know how often he or she will be expected to take part in university events, and what benefits will be available.
- If provided with a car or house, know exactly which expenses will be paid by you and which by the university. Make sure any restrictions on personal use are clearly spelled out.
- Discuss in detail all other potential benefits, such as child care, tuition, retirement, service on corporate boards, and club membership.
- After you decide what you want, put everything in writing.
- Don't show the list to your potential employer. ("It will scare them away," admitted Mr. Appleberry, who added that he had once used such a checklist to disqualify himself for a job he had decided he didn't want.)

Participants in the seminar seemed to think such a comprehensive checklist of benefits would be an extremely useful tool. But, as one observer pointed out, "there's the interesting question of *when* you have this conversation."

$97,040 and a Buick

Timing, agreed Mr. Appleberry, is of the essence. He recommended that candidates not discuss a broad range of benefits until they are top contenders for a particular job, and that they discuss details of typical benefits with personnel officials rather than with the governing-board members who will be hiring them. A meeting with the institution's personnel officer, he said, will answer many questions.

Afterward, the candidate can send the personnel officer—or the board member handling the contract negotiations—a letter confirming the benefits discussed.

As for a job candidate discussing his or her departure before even starting, "isn't that a little hard to pull off?" one observer wondered.

According to Mr. Appleberry, such discussions don't have to be negative. He suggested wording them in a way that appears helpful to both parties.

Despite college presidents' growing awareness of job conditions, Mr. Appleberry said he didn't know of any—including himself—who come close to having all the benefits included on the list he prepared. His own contract calls for rather typical benefits: He earns $97,040 and is provided with a house, a Buick, and several club memberships. A former professor, he also was awarded tenure as part of his benefit package, enabling him to teach if he should be released from his contract.

In his research on executive contracts, "I've learned a lot," Mr. Appleberry said. "I wish I had known about all these things when I negotiated my contract."

The brochure written by Mr. Appleberry, "Guidelines on the Appointment of a President," includes information both on the presidential-search process and job benefits. It is available for $1 from the American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington 20036-1192; (202) 293-7070.

—CAROLYN J. MOONEY

Judge Orders Trial for a Sex-Bias Suit Filed Against Harvard Business School

BOSTON

A federal judge has decided that a sex-discrimination lawsuit filed by a former Harvard Business School professor can proceed to a trial.

U.S. District Court Judge Douglas Woodlock recently heard arguments by lawyers representing Harvard and Barbara Bund Jackson, a former associate professor of industrial marketing. In a lawsuit filed in 1984, Ms. Jackson claimed she had been denied tenure because of her gender.

During earlier arguments, Judge Woodlock made no ruling on the admissibility of two key points made in Ms. Jackson's case—the destruction of 10 years' worth of Harvard Business School tenure reports and the role that gender plays in the school's admissions policy.

However, he did say that the admissions policy itself was relevant to the case.

"No question about that—the M.B.A. program provides the pipeline for the teaching track," Judge Woodlock said. "If you limit the number of women coming through the pipeline, you have an effect on the way employment decisions are reached."

New Books on Higher Education

It may be necessary to add state tax to the cost of books listed below. Discounts may be available to scholars and to people who order in bulk.

A Call for Clarity: Income, Loans, Cost, edited by Lawrence Eiser (American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington 20036; 44 pages; $5 prepaid for AASCU members, $6 prepaid for non-members). A report on financial trends at public colleges and universities; focuses on tuition increases.

Education Journals and Serials: An Analytical Guide, compiled by Mary Ellen Collins (Greenwood Press, 88 Post Road West, Westport, Conn. 06881; 384 pages; $49.95 prepaid). Includes information on publications in higher education.

Giving Advice to Students: A Road Map for College Professionals, by Howard K. Schein, Ned Scott Laff, and Deborah R. Allen (American College Personnel Association, distributed by American Association for Counseling and Development, Order Services, 5999 Stevenson Avenue, Alexandria, Va. 22304; 127 pages; $15 for A.A.C.D. members, $18 for non-members, plus $1.50 for shipping in both cases).

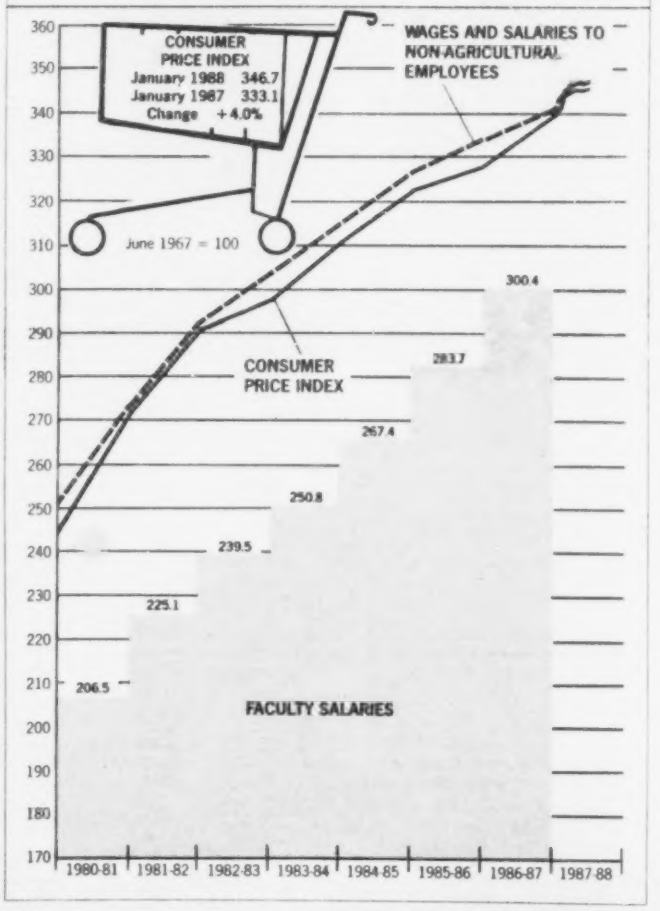
Innovation Processes in Medical Education, by Margaret N. Bussigel, Barbara M. Barzansky, and Gary G. Grenholm (Praeger Publishers, available from Greenwood Press, 88 Post Road West, Westport, Conn. 06881; 192 pages; $39.95 prepaid). Uses case studies of four medical schools to examine the factors that have either promoted or hindered curricular reform in medical education.

In Pursuit of Equality in Higher Education, edited by Anne S. Pruitt (General Hall, Inc., 5 Talon Way, Dix Hills, N.Y. 11746; 226 pages; $30.95 prepaid). Reports on research commissioned by the Southern Educational Foundation; topics include racial differences in student achievement and the post-baccalaureate careers of black graduates.

Nursing Student Census with Policy Implications, 1987, by Peri Rosenfeld (National League for Nursing, 10 Columbus Circle, New York 10019; 86 pages; $18.95, plus $1.50 for shipping). Covers the period from August 1985 to July 1986.

Partnerships for Improving Schools, by Byrd L. Jones and Robert W. Maloy (Greenwood Press, 88 Post Road West, Westport, Conn. 06881; 192 pages; $35 prepaid). Includes discussion of cooperation between schools and universities.

Faculty Pay and the Cost of Living



SOURCES: DEPARTMENT OF LABOR, DEPARTMENT OF COMMERCE, AND AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS

Note Book

Ever since the Federal Communications Commission censured the student radio station at the University of California's Santa Barbara campus last April for broadcasting indecent material, student broadcasters have been worrying that they will be next on the F.C.C.'s hit list.

The problem for radio stations, especially student-run outlets that traditionally run more adventurous programming, is that the commission has never clarified exactly what it will and will not allow on the air.

The F.C.C., in a new ruling last November, said it would allow "indecent" language to be broadcast between the hours of midnight and 6 a.m., but would prohibit the broadcasting of "obscene" material at any time.

Student broadcasters who gathered at the Intercollegiate Broadcasting System convention in New York last month said the line between "indecent" and "obscene" was fuzzy. They counseled caution in approaching risqué material.

The F.C.C. defines "indecent" language as "language or material that depicts or describes, in terms patently offensive as measured by community standards for the broadcast medium, sexual or excretory activities or organs."

For material to be considered obscene, it must meet a three-pronged test: an average person, using "contemporary community standards," must find that the material appeals to prurient interests; the material must describe sexual conduct in an offensive manner; and the material must lack redeeming value.

The commission said it reserved the right to determine what constitutes "contemporary community standards."

■

Some at the conference said the new rules would have a chilling effect on student broadcasters because the vagueness of the F.C.C. ruling forces stations to police themselves.

They called the rulings a part of a broader attempt to restrict free speech in the United States.

Panelists at a discussion on obscenity urged student stations to write up guidelines on obscenity to show the commission and university administrators that they are being responsible.

Gregory Adamo, general manager of WSIA-FM, the radio station of the City University of New York College of Staten Island, said radio stations should draft obscenity guidelines so "we can defend what we're doing and show we are being responsible."

But Thomas O'Hair of the University of California at Berkeley's radio station said there was no great principle involved in broadcasting curse words on the air. "I don't know how many times the word 'progressive' has been used to justify broadcasting obscenities," he said.

Students

Minorities' Share of College Enrollments Edges Up, as Number of Asian and Hispanic Students Soars

In fall 1986, 17.9 per cent of the 12.5 million enrolled were non-whites

By JEAN EVANGELAUF

WASHINGTON

The proportion of college students who are members of minority groups edged upward over the last decade, largely because of tremendous increases in the ranks of Asian and Hispanic students.

In a preliminary study released last week, the U.S. Department of Education reported that in the fall of 1986, the latest year for which figures are available, 17.9 per cent of the nation's 12.5 million college students were members of racial or ethnic minorities. In 1976, 15.4 per cent of the nearly 11 million students were minority-group members.

Over all, college enrollment in 1986 was the highest ever.

Over the 10-year period, the number of minority students increased one-third, to 2.24 million from 1.69 million. By racial and ethnic group, the figures were as follows:

- Enrollment of black non-Hispanics showed the slowest growth, rising 4.6 per cent, to 1,081,000.
- Hispanic enrollment jumped 62.5 per cent, to 624,000.

1986 College Enrollment and 10-Year Gains

White	9,914,000	+9.2%
Black	1,081,000	+4.6%
Hispanic	624,000	+62.5%
Asian	448,000	+126.3%
American Indian	90,000	+18.4%
Foreign	344,000	+57.1%
Total	12,501,000	+13.8%

SOURCE: U.S. DEPARTMENT OF EDUCATION

- Enrollment of Asians and Pacific Islanders increased 126.3 per cent, to 448,000.
- The number of American Indians and Alaska natives rose 18.4 per cent, to 90,000.
- The number of white students grew 9.2 per cent, to 9,914,000.
- The enrollment of foreign students—non-resident aliens in the United States on a temporary basis—rose 57.1 per cent, to 344,000.

The statistical overview provides a mixed picture on the enrollment of black students, a subject of much concern among educators because the level has remained essentially stable in the last decade after a period of great growth from the mid-1960's to the mid-1970's. Although rising 0.5 per cent from 1984 to 1986, the number of black students is some 26,000 below the peak of 1,107,000 in 1980.

Commenting on the figures, Patricia Smith, the director of legislative analysis for the American Council on Education said: "The concern is not so much that the number is down, but that we're not making great progress toward increasing it. If that's what our goal is, we're not reaching it."

The Education Department's Center for Education Statistics, in behalf of the department's Office for Civil Rights, surveys each of the nation's 3,300 colleges and universities every two years about the racial and ethnic characteristics of students.

A table showing 1986 minority enroll-

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At This Democratic Convention, It's Dukakis and Gore in '88

LYMAN RINGLOOM, WESTMINSTER COLLEGE

Delegates meet at the Westminster College Mock Convention, held quadrennially since 1936.

By MICHAEL W. HIRSCHORN

NEW WILMINGTON, PA.

Throughout, there were not-so-subtle reminders that this was not, in fact, the real Democratic Party Presidential nominating convention.

One nominee was rejected for being too young; another, because he was dead. Iowa's state delegation never showed up. The chairman of the Massachusetts delegation disappeared after he was reportedly bribed by one of the candidate's campaign managers.

Michigan insisted that the English had stolen Stonehenge from the Wolverine State. The Guam delegation wore shorts and face paint and played volleyball throughout, while the Illinois delegation paraded around in mobster get-ups, shooting unsuspecting passersby with water guns.

All this was happening at the Westminster College Mock Convention, held here last week in the rolling hills of Western Pennsylvania.

Back-Room Dealings and Schmoozing

The delegates were students—with the exception of one faculty delegation—and only pride was at stake. But the antics of the student delegates differed only in style from those of the delegates who will file into Atlanta's Omni arena this July for the real Democratic National Convention.

Westminster's nominating convention, held quadrennially since 1936 (with the exception of 1944), copied the real conventions to a T. Students wrote a platform, established a credentials committee, picked some 700 delegates, and chose students to serve as "campaign managers" for the candidates, who mysteriously never made an appearance.

The mock convention, held since 1956

Continued on Following Page

Minorities' Share of College Enrollments Edge Up, as Asians' and Hispanics' Numbers Soar

Continued from Page A33

ment by institution will appear in a future issue of *The Chronicle*.

Despite the upward growth in college enrollment, the Education Department study presented figures compiled by the Census Bureau showing that the proportions of black and Hispanic high-school graduates who are enrolled in college have changed little during the 1980's.

For example, of the black high-school graduates who are 18 to 24 years old, 28.6 per cent were enrolled in 1986, compared with 27.7 per cent in 1980. Among Hispanics in that same age group, the proportion was 29.4 per cent in 1986 and 29.9 per cent in 1980.

Based on Survey of 60,000

Those figures are based on a survey of some 60,000 households that the Census Bureau conducts each October. Because of the small size of the sample, it is not possible to determine the college participation rate for Asians and American Indians.

In effect, the statistics show that the increase in Hispanic students is due to an overall increase in the Hispanic population, and not the result of a rise in the college-going rate of Hispanic young adults, said William H. Freund, author of the report and deputy director of the center's post-secondary education statistics division. He added that the growth in the number of Asian students could probably be attributed to the same cause.

Rosalind R. Bruno, a statistician with the Census Bureau, cautioned against attaching importance to small year-to-year changes in the college-going rate. She noted that the seeming rise in participation rates from 1985 to 1986—an increase to 28.6 per cent from 26.1 per cent for blacks and a increase to 29.4 per cent from 26.9 per cent for Hispanics—was not statistically significant. "The sample estimates will bounce around a little bit, but there's no meaning to them," she said. "Things really haven't changed much during the 1980's."

The proportion of blacks in college increased from 1967 to 1976 and then went down, she said. In the peak year of 1976 the percentage of black high-school graduates from the ages of 18 to 24 enrolled in college was 33.4 per cent, nearly the same rate as for white and Hispanic students. Ms. Bruno said the Census Bureau could not account for the decline in the college-going rates for the two minority groups.

The participation rate for white students has changed little over the last 10 years, ranging from 31 per cent to 34 per cent.

Over all, about one in every three high-school graduates aged 18 to 24 was enrolled in college in 1986.

The figures from the Education Department's survey of colleges show that while the enrollments of women have risen some 27.4 per cent from 1976 to 1986, the enrollments of men have remained flat, increasing only 1.6 per cent. In 1986, 53 per cent of students were women and 47 per cent were men, a reversal of the percentages of a decade earlier.

Over the 10-year period, the number of white male students fell 3.5 per cent, while the number of black male students fell 7.2 per cent. Enrollments of white and black women rose 23.6 per cent and 14.6 per cent, respectively. Enrollments of American Indian, Asian, and Hispanic men all increased over the decade, but at rates below those of women in the same groups.

Solomon Arbeiter, associate director of research and development at the College Board, said he believed that fewer black men and white men were enrolling in college because they were enlisting in the military or taking jobs after graduating from high school. "The military option for men has become increasingly attractive," he said, "primarily because of the educational training they receive there and the college-scholarship options they have."

Mr. Arbeiter termed the growth in enrollments of women "very healthy," saying it reflected their increased career opportunities.

The Education Department figures show that minority students are more likely than white students to attend two-year rather than four-year col-

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Percentage of High-School Graduates Who Are Enrolled in College, by Age Group

	White		Black		Hispanic	
	18-24	25-34	18-24	25-34	18-24	25-34
1976	32.8%	9.2%	33.4%	11.9%	35.8%	10.9%
1977	32.2%	9.8%	31.5%	13.9%	31.5%	12.4%
1978	31.3%	8.8%	29.7%	10.8%	27.2%	10.2%
1979	31.2%	8.9%	29.5%	9.3%	30.2%	11.6%
1980	32.1%	8.7%	27.7%	9.6%	29.9%	9.2%
1981	32.7%	8.4%	28.0%	10.2%	29.9%	10.8%
1982	33.3%	8.7%	27.9%	9.5%	29.2%	9.7%
1983	33.0%	8.7%	27.2%	8.9%	31.4%	9.7%
1984	33.9%	8.4%	27.2%	8.1%	29.9%	9.9%
1985	34.9%	8.6%	26.1%	7.4%	26.9%	9.7%
1986	34.5%	8.0%	28.6%	7.8%	29.4%	10.4%

Note: The figures are based on annual Census Bureau surveys of 60,000 households. Although the percentages for blacks and Hispanics vary slightly from 1980 to 1986, the changes are not statistically significant.

1986 Enrollment, by Type of Institution

	Total	American Indian	Asian	Black	Hispanic	White	Foreign
Public							
4-year	42.4%	35.4%	42.3%	39.2%	33.2%	43.1%	51.5%
2-year	35.3%	52.7%	40.8%	39.8%	53.3%	34.1%	14.3%
Private							
4-year	20.2%	8.4%	16.2%	17.7%	11.5%	20.8%	33.1%
2-year	2.1%	3.5%	0.7%	3.3%	2.0%	2.0%	1.1%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Note: This table shows, for example, that while 42.4 per cent of all students were enrolled at 4-year public institutions in 1986, only 35.4 per cent of American Indian students attended such institutions.

State-by-State Enrollment by Race in 1986

SOURCE: U.S. DEPARTMENT OF EDUCATION

The map shows the proportion of enrollments in each state comprising American Indian, Asian, black, and Hispanic students.

	Total	American Indian	Asian	Black	Hispanic	White	Foreign
Alabama	216,064	376	1,182	43,360	2,004	165,072	4,070
Alaska	27,482	1,990	577	976	442	22,654	843
Arizona	226,593	7,623	4,276	6,166	20,943	181,555	6,030
Arkansas	79,182	326	540	10,520	323	65,807	1,666
California	1,733,410	20,580	192,837	117,032	194,865	1,146,766	61,330
Colorado	181,866	1,536	4,234	4,568	16,848	149,780	4,900
Connecticut	159,040	406	2,782	7,596	3,752	140,770	3,734
Delaware	33,893	56	417	3,703	362	28,726	629
District of Columbia	77,651	322	2,262	22,886	1,878	41,533	8,770
Florida	477,210	1,222	7,219	44,301	47,434	362,346	14,688
Georgia	195,123	306	2,427	34,303	1,806	150,953	5,328
Hawaii	51,697	162	32,532	938	673	15,370	2,022
Idaho	45,260	374	575	260	713	42,534	804
Illinois	686,895	2,147	24,148	91,800	35,720	519,851	13,229
Indiana	250,178	648	2,868	13,570	3,210	223,687	6,195
Iowa	155,369	390	1,756	3,164	1,198	142,680	6,181
Kansas	143,306	1,679	1,811	6,477	2,428	126,611	4,300
Kentucky	144,548	323	872	8,803	341	132,581	1,628
Louisiana	171,338	473	2,468	39,326	3,210	119,316	6,545
Maine	46,232	333	688	540	188	44,285	198
Maryland	238,880	674	8,779	35,479	3,889	184,471	5,588
Massachusetts	417,513	1,130	10,884	16,787	9,806	361,916	16,990
Michigan	520,423	3,231	7,147	46,891	6,677	444,505	11,972
Minnesota	226,556	1,474	3,682	2,969	1,279	212,297	4,855
Mississippi	101,095	245	427	28,785	631	69,232	1,775
Missouri	246,185	669	3,447	18,499	2,361	216,229	4,980
Montana	34,691	1,879	149	143	187	31,671	662
Nebraska	100,401	680	833	2,744	1,098	93,090	1,956
Nevada	46,796	696	1,251	1,861	1,917	40,428	643
New Hampshire	53,876	148	382	667	465	51,521	693
New Jersey	295,313	860	9,735	27,026	17,292	230,426	9,974
New Mexico	80,270	4,934	970	1,888	20,604	50,343	1,531
New York	1,011,400	4,844	36,478	110,866	67,547	759,029	32,636
North Carolina	322,966	2,458	3,313	57,370	1,957	253,062	4,806
North Dakota	37,311	1,468	171	241	125	34,356	950
Ohio	521,290	1,281	5,713	37,699	4,209	459,929	12,459
Oklahoma	170,840	7,668	2,711	10,546	2,189	141,066	6,660
Oregon	144,798	1,345	5,565	1,836	2,102	128,742	5,208
Pennsylvania	545,923	850	8,658	35,103	5,515	483,822	11,975
Rhode Island	69,569	203	1,164	2,014	1,055	63,825	1,308
South Carolina	134,116	207	978	25,924	965	103,801	2,241
South Dakota	30,935	1,574	92	190	96	28,322	661
Tennessee	197,070	341	1,383	27,508	1,512	162,006	4,320
Texas	776,021	2,599	20,688	66,662	118,333	543,905	23,834
Utah	106,217	1,149	1,773	728	1,731	96,143	4,693
Vermont	32,452	54	241	298	167	31,153	539
Virginia	308,318	645	7,793	41,545	3,278	250,004	5,053
Washington	242,443	3,542	12,773	5,899	4,289	211,111	4,829
West Virginia	76,783	96	535	2,865	283	71,890	1,114
Wisconsin	283,653	1,640	3,913	9,334	3,149	260,294	5,323
Wyoming	24,357	277	123	243	545	22,717	452
Total	12,500,798	90,133	448,222	1,080,899	623,591	9,914,183	343,770

SOURCE: U.S. DEPARTMENT OF EDUCATION

Enrollment Since 1976

	1976	1978	1980	1982	1984	1986
American Indian						
All	76,000	78,000	84,000	88,000	84,000	90,000
Men	39,000	37,000	38,000	40,000	38,000	40,000
Women	38,000	41,000	46,000	48,000	46,000	51,000
Public	68,000	68,000	74,000	77,000	72,000	79,000
Private	9,000	9,000	10,000	10,000	11,000	11,000
4-year	35,000	35,000	37,000	39,000	38,000	40,000
2-year	41,000	43,000	47,000	49,000	46,000	51,000
Undergraduate	70,000	72,000	79,000	82,000	78,000	84,000
Graduate	4,000	4,000	4,000	5,000	5,000	5,000
Professional	1,000	1,000	1,000	1,000	1,000	1,000
Asian						
All	198,000	235,000	286,000	351,000	390,000	448,000
Men	108,000	126,000	151,000	189,000	210,000	239,000
Women	89,000	109,000	135,000	162,000	180,000	209,000
Public	166,000	195,000	240,000	296,000	323,000	372,000
Private	32,000	40,000	47,000	55,000	67,000	76,000
4-year	119,000	138,000	162,000	193,000	223,000	262,000
2-year	79,000	97,000	124,000	158,000	167,000	186,000
Undergraduate	173,000	206,000	253,000	313,000	343,000	394,000
Graduate	21,000	24,000	28,000	30,000	37,000	43,000
Professional	4,000	5,000	6,000	8,000	9,000	11,000
Black						
All	1,033,000	1,054,000	1,107,000	1,101,000	1,076,000	1,081,000
Men	470,000	453,000	464,000	458,000	437,000	436,000
Women	563,000	601,000	643,000	644,000	639,000	645,000
Public	831,000	840,000	876,000	873,000	844,000	855,000
Private	202,000	215,000	231,000	228,000	232,000	226,000
4-year	604,000	612,000	634,000	612,000	617,000	615,000
2-year	429,000	443,000	472,000	489,000	459,000	466,000
Undergraduate	950,000	975,000	1,028,000	1,028,000	995,000	995,000
Graduate	72,000	68,000	66,000	51,000	67,000	72,000
Professional	11,000	11,000	13,000	13,000	13,000	14,000
Hispanic						
All	384,000	417,000	472,000	519,000	535,000	624,000
Men	210,000	213,000	232,000	252,000	254,000	292,000
Women	174,000	205,000	240,000	267,000	281,000	332,000
Public	337,000	363,000	406,000	446,000	456,000	539,000
Private	47,000	55,000	66,000	74,000	79,000	84,000
4-year	174,000	190,000	217,000	229,000	246,000	278,000
2-year	210,000	227,000	255,000	291,000	289,000	345,000
Undergraduate	357,000	388,000	438,000	485,000	495,000	569,000
Graduate	22,000	24,000	27,000	27,000	32,000	46,000
Professional	5,000	5,000	7,000	7,000	8,000	9,000
White						
All	9,076,000	9,194,000	9,833,000	9,997,000	9,815,000	9,914,000
Men	4,814,000	4,613,000	4,773,000	4,830,000	4,690,000	4,646,000
Women	4,262,000	4,581,000	5,060,000	5,167,000	5,125,000	5,268,000
Public	7,095,000	7,136,000	7,656,000	7,785,000	7,543,000	7,650,000
Private	1,982,000	2,058,000	2,177,000	2,212,000	2,272,000	2,264,000
4-year	5,999,000	6,027,000	6,275,000	6,306,000	6,301,000	6,340,000
2-year	3,077,000	3,167,000	3,558,000	3,692,000	3,514,000	3,575,000
Undergraduate	7,827,000	7,946,000	8,556,000	8,749,000	8,484,000	8,552,000
Graduate	1,030,000	1,019,000	1,030,000	1,002,000	1,087,000	1,132,000
Professional	220,000	229,000	248,000	246,000	243,000	230,000
Foreign						
All	219,000	253,000	305,000	331,000	335,000	344,000
Men	154,000	180,000	211,000	230,000	231,000	232,000
Women	65,000	73,000	94,000	101,000	104,000	111,000
Public	145,000	167,000	204,000	219,000	219,000	226,000
Private	73,000	85,000	101,000	113,000	116,000	118,000
4-year	177,000	201,000	241,000	270,000	282,000	291,000
2-year	42,000	52,000	64,000	61,000	53,000	53,000
Undergraduate	142,000	169,000	208,000	220,000	216,000	204,000
Graduate	73,000	80,000	94,000	108,000	115,000	136,000
Professional	3,000	3,000	3,000	3,000	3,000	4,000

1986 Enrollment of Full- and Part-Time Students

	Total	American Indian	Asian	Black	Hispanic	White	Foreign
4-year institutions							
Men, full-time	2,776,856	12,553	104,884	185,407	89,603	2,223,750	160,659
Men, part-time	1,049,047	5,202	37,068	66,272	43,113	856,688	40,704
Women, full-time	2,650,751	14,499	88,673	247,830	91,891	2,140,209	67,649
Women, part-time	1,349,382	7,258	31,486	115,740	53,884	1,118,946	22,068
2-year institutions							
Men, full-time	821,979	8,781	38,014	84,894	57,995	613,471	18,824
Men, part-time	1,237,563	13,008	59,287	99,255	101,342	952,577	12,094
Women, full-time	866,917	10,273	29,150	118,213	65,847	632,040	11,394
Women, part-time	1,748,303	18,559	59,660	163,288	119,916	1,376,502	10,378
All institutions							
Men, full-time	3,598,835	21,334	142,898	270,301	147,598	2,837,221	179,483
Men, part-time	2,286,610	18,210	96,355	165,527	144,455	1,809,265	52,798
Women, full-time	3,517,668	24,772	117,823	366,043	157,738	2,772,249	79,043
Women, part-time	3,097,685	25,817	91,146	279,028	173,800	2,495,448	32,446

Note: Because of rounding, details may not add to totals.

SOURCE: U.S. DEPARTMENT OF EDUCATION

Minorities' Share of Enrollments Rises, as Asian and Hispanic Numbers Soar

Continued from Page A35

leges, a pattern that has persisted over the last decade. In 1986, 56.7 of American Indian, 55.3 per cent of Hispanic, 41.5 per cent of Asian, and 43.1 per cent of black students enrolled at two-year colleges. For white students, the figure was 36 per cent.

The states with the highest proportions of minority students include Hawaii, with 66.4 per cent; New Mexico, with 35.4 per cent; the District of Columbia, with 35.2 per cent; and California, with 30.3 per cent.

The states where minority enrollment falls below 5 per cent are Idaho, Iowa, Maine, Minnesota, New Hampshire, Vermont, West Virginia, and Wyoming.

Among the states, California has both the highest college enrollment and the largest number of minority students. It has a disproportionate share of minority students: While 13.9 per cent of all U.S. college students enroll in colleges in the state, 23.4 per cent of all minority students do. Over all, 43 per cent of all Asian students attended colleges and universities in California in 1986-87. Institutions in the state also enrolled 31.2 per cent of all Hispanic students, 22.8 per cent of all American Indian students, and 10.8 per cent of all black students.

The final report, "Trends in Minority Enrollment in Higher Education, 1976-1986," will be published next month. To obtain a free copy call (800) 424-1616 or (202) 357-6651.

To purchase a computer tape of the data or to order special tabulations, write to the U.S. Department of Education, Office of Educational Research and Improvement, Information Systems and Media Services, 555 New Jersey Avenue, N.W., Washington 20208-1327.

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